



*ISTEP+: English 10*

End of Course Assessment

Released Items and Scoring Notes

## Introduction

Indiana students enrolled in English 10 participated in the *ISTEP+: English 10 Graduation Examination* End of Course Assessment (ECA) during the 2013-2014 test administration windows. The English 10 ECA consists of three item types which contribute to a student's scale score: multiple-choice, constructed response, and a writing prompt. It is important to keep in mind that a significant portion of a student's score is calculated from the multiple-choice items on the assessment, which are not addressed within this document.

This document consists of open-ended items from the Spring 2014 administration and includes:

- Sample released open-ended questions
- Rubrics used by trained evaluators to score student responses
- Sample papers used by trained evaluators to distinguish between rubric score point values
- Annotations describing the rationale for scoring student responses

The purpose of this guide is to provide additional English 10 ECA sample items and to model the types of items that are scored using rubrics.

**Writing Prompt**  
**Reporting Category: Writing Applications**

**Question 1**

**What is it that makes a person successful? Does success come from a person's talents and abilities, or does it come from hard work and persistence? Or does success result from a combination of these and other factors?**

**Write an essay stating the main factors for success. Fully explain and develop the reasons for your opinion.**

Your writing will be scored on the following aspects:

- Ideas and content: Does your writing accomplish the assigned task?
- Organization: Does your writing contain an introduction, a body, and a conclusion?
- Style: Do the language and vocabulary in your writing help to convey a clear message and to create interest?
- Voice: Are the tone and language appropriate for your intended audience?
- Language Conventions: Have you used correct sentence structure, grammar, and punctuation?

## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 6</b>	
<p>A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.</p>	
<b>Ideas and Content</b>	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay completely focused on topic and task?</li> </ul> <p>Does the writing sample include thorough, relevant, and complete ideas? Does it</p> <ul style="list-style-type: none"> <li>• include in-depth information and exceptional supporting details that are fully developed?</li> <li>• fully explore many facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?</li> <li>• progress in an order that enhances meaning?</li> <li>• include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?</li> <li>• demonstrate control of a challenging vocabulary?</li> </ul> <p>Does the writing sample demonstrate exceptional writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing exceptionally fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a strong sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 5</b>	
A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.	
<b>Ideas and Content</b>	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• provide in-depth information and more than adequate supporting details that are developed?</li> <li>• explore many facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

## Writing Applications Rubric Grades 5–12

### SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

#### Ideas and Content

**Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it**

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

**Does the writing sample include relevant ideas? Does it**

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

#### Organization

**Are the ideas in the writing sample organized logically? Does the writing**

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

#### Style

**Does the writing sample exhibit good word usage? Does it**

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

**Does the writing sample demonstrate good writing technique?**

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

**Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it**

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 3</b>	
A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
<b>Ideas and Content</b>	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.



## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 2</b>	
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>	
<b>Ideas and Content</b>	
<p>Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a main idea?</li> <li>• sometimes lose focus or ineffectively display focus?</li> </ul> <p>Does the writing sample include few relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include little information and few or no details?</li> <li>• explore only one or two facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Is there a minimal attempt to logically organize ideas in the writing sample?</p> <ul style="list-style-type: none"> <li>• Does the writing have only one or two of the three elements: beginning, middle, and end?</li> <li>• Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)</li> <li>• Are transitions weak or absent (e.g., few or no topic sentences)?</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary? (Some words may be used incorrectly.)</li> <li>• demonstrate minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate minimal writing technique?</p> <ul style="list-style-type: none"> <li>• Does the writing exhibit some fluency?</li> <li>• Does it rely mostly on simple sentences?</li> <li>• Is it often repetitive, predictable, or dull?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?</li> <li>• demonstrate little or no sense of audience?</li> <li>• lack an original perspective?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.



## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 1</b>	
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>	
<b>Ideas and Content</b>	
<p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> <li>• difficult for the reader to discern the main idea?</li> <li>• too brief or too repetitive to establish or maintain a focus?</li> </ul> <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> <li>• Does it include little information with few or no details or unrelated details?</li> <li>• Is it unsuccessful in attempts to explore any facets of the prompt?</li> </ul>	
<b>Organization</b>	
<p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> <li>• Does it have only one or two of the three elements: beginning, middle, or end?</li> <li>• Is it difficult to follow, with the order possibly difficult to discern?</li> <li>• Are transitions weak or absent (e.g., without topic sentences)?</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary, with many words used incorrectly?</li> <li>• demonstrate minimal or less than minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> <li>• lack fluency?</li> <li>• demonstrate problems with sentence patterns?</li> <li>• consist of writing that is flat and lifeless?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate difficulty in choosing an appropriate register?</li> <li>• demonstrate a lack of a sense of audience?</li> <li>• lack an original perspective?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

# ISTEP+ Language Conventions Rubric

Grades 9-12

(Approved August, 2004)

Students will write using standard English conventions as defined in the Indiana Academic Standards for their grade and for all previous grades.	
Score Point 4	<p><i>Does the writing sample exhibit superior command of language skills?</i></p> <p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> <li>Does the writing sample demonstrate superior command of capitalization conventions?</li> <li>Does the writing sample demonstrate superior command of the mechanics of punctuation?</li> <li>Does the writing sample demonstrate superior command of grade-level appropriate spelling?</li> <li>Does the writing sample demonstrate superior command of grammar and English usage?</li> <li>Does the writing sample demonstrate superior command of paragraphing?</li> <li>Does the writing sample demonstrate superior command of sentence structure by not using run-on sentences or sentence fragments?</li> </ul>
Score Point 3	<p><i>Does the writing sample exhibit good control of language skills?</i></p> <p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> <li>Does the writing sample demonstrate good control of capitalization conventions?</li> <li>Does the writing sample demonstrate good control of the mechanics of punctuation?</li> <li>Does the writing sample demonstrate good control of grade-level appropriate spelling?</li> <li>Does the writing sample demonstrate good control of grammar and English usage?</li> <li>Does the writing sample demonstrate good control of paragraphing?</li> <li>Does the writing sample demonstrate good control of sentence structure by only occasionally using run-on sentences or sentence fragments?</li> </ul>
Score Point 2	<p><i>Does the writing sample exhibit fair control of language skills?</i></p> <p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> <li>Does the writing sample demonstrate fair control of capitalization conventions?</li> <li>Does the writing sample demonstrate fair control of the mechanics of punctuation?</li> <li>Does the writing sample demonstrate fair control of grade-level appropriate spelling?</li> <li>Does the writing sample demonstrate fair control of grammar and English usage?</li> <li>Does the writing sample demonstrate fair control of paragraphing?</li> <li>Does the writing sample demonstrate fair control of sentence structure by frequently using run-on sentences or sentence fragments?</li> </ul>
Score Point 1	<p><i>Does the writing sample exhibit minimal or less than minimal control of language skills?</i></p> <p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> <li>Does the writing sample demonstrate only minimal control of capitalization conventions?</li> <li>Does the writing sample demonstrate only minimal control of the mechanics of punctuation?</li> <li>Does the writing sample demonstrate only minimal control of grade-level appropriate spelling?</li> <li>Does the writing sample demonstrate only minimal control of grammar and English usage?</li> <li>Does the writing sample demonstrate only minimal control of paragraphing?</li> <li>Does the writing sample demonstrate only minimal control of sentence structure by using many run-on sentences or sentence fragments?</li> </ul>

**NOTES:** The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper, consisting of two or three sentences, may receive no more than two score points.

**Question 1, Sample A**  
**Writing Applications – Score Point 6**  
**Language Conventions – Score Point 4**

Have you ever watched the Olympics? All of the athletes are performing these incredible sports with speed, grace, and strength. Then at the end of every sport, they always give out the shiny metals. When you see the person who got gold, you have to think to yourself how they really worked hard for it. The people who are into swimming, gymnastics, snowboarding, and all of the other sports have to practice day and night just to be in the Olympics. To win a gold medal means spending every second that you have to make sure you do perfect. Not a lot of these people just woke up one day and decided to become an Olympic winner, then won a medal the next year. No, they spent years practicing to become the best they could possibly be. This type of success does not come easy.

When you think of the wealthy stars, or the people who are doing well out there, you probably wish you could be doing that well. To celebrities, it can come easy or hard just like any other job. Some people are just born with a natural talent for singing or acting. They go in and try out for a role in a film, and then they instantly nail it. Others start as kids and their parents spend years helping them to pursue their dreams. Some children start off with this special talent that their parents are so proud for them to have. As they get older they have the choice to move forward and make that talent grow into a career and lead them toward a great success, or they take the other path. The other path being that they just keep it to themselves and let that talent waste away without doing anything with it.

I think the people who spend years working at that talent and making themselves better are the ones who are most successful. They find out they have a special talent like basketball and their parents get them started in it. Then they do it all through school, and practice night after night even after practice with the team is done. They want to make themselves better because they love what they do so well. When it comes to talents, the people who are persistent and really do adore doing that talent are the people who become successful. To want to be better at something and to push yourself to your limits for something you care so deeply about is what helps you become successful. You don't see too many people who don't start off with the talent that they love, pursue it, and then just don't do it anymore, unless they have been doing it for years and are just tired of doing the same thing. Most of the time, when you start something you are good at doing, then you keep going until you become the best or until you feel the passion inside of you for this sport or activity. Those are the people who become well known and are considered successful.

When you were a young boy or girl you probably had an idea of what you wanted to do with your life. Some people never give up on that dream, and they just keep moving forward with it till it becomes that special

talent in their lives. A huge portion of people, though, end up changing their mind because they don't think they can do it, or they just don't like the idea anymore. Those individuals probably change their minds all the time on a career choice. They just don't know what makes them happy. Happiness and love, you see, are the keys to being successful. Without these two feelings then you aren't really enjoying what you do. If you don't feel anything for what is making you a better, more powerful person then you don't feel like you are doing as awesome as others do. You have to feel within you that you are truly doing an A plus job to be a successful person.

The people who are lawyers, veterinarians, doctors, movie stars, singers, Olympic gold medalists, or whatever else you consider successful jobs work so hard for their success. They probably have a special talent for the things they do. If not, why would they spend so long perfecting their jobs? Doctors, lawyers, and vets spend years just to be in school to get a degree in that occupation. They spend their whole lives trying to become the best that they can be, and push themselves to become the best in what they love to do. Nobody wants to become successful when it comes to doing something they aren't good at doing, aren't happy with, or just don't love. You have to have a talent for the skill people consider you successful at, and want to work hard for it. People usually start out with just a special talent, but when they pursue the talent they become gold.

## Writing Applications

### Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a Score Point 6 using the ISTEP+ Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., write an essay stating the main factors for success).
- stays completely focused on the topic.
- provides in-depth information and strong supporting details that are fully developed (e.g., *Then they do it all through school, and practice night after night even after practice with the team is done.*).
- organizes ideas logically and creates a meaningful, cohesive whole; has a solid introduction, well-composed middle, and conclusion (e.g., *People usually start out with just a special talent, but when they pursue the talent they become gold.*).
- is fluent and easy to read; demonstrates very good word usage with excellent writing technique, varying vocabulary and sentence structure throughout the essay (e.g., *As they get older they have the choice to move forward and make that talent grow into a career and lead them toward a great success, or they take the other path.*).
- displays an appropriate register and effectively adjusts language and tone to the task (e.g., *When you see the person who got gold, you have to think to yourself how they really worked hard for it.*).

**Note:** A Score Point 6 paper is an outstanding performance. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has mostly correct punctuation with some comma usage errors (e.g., *You have to have a talent for the area people consider you successful at, and want to work hard for it.*).
- has few spelling errors (e.g., *shiney* [shiny], *metal* [medal] *metalist* [medalist]).
- has mostly correct grammar and word usage (e.g., *themselves* [themselves], *till* [until]).
- uses paragraphs effectively.

**Question 1, Sample B**  
**Writing Applications – Score Point 5**  
**Language Conventions – Score Point 4**

Success is something every person strives for. In schools they are always saying, do this, do that, and one will be successful. But what does it take to actually become a success? Many say it's based on talent, but even the most talented person in the world won't succeed if they sit around all day. Specific abilities are helpful in becoming successful, however; if one does not have good work habits and persistence, he or she will never be a success.

Some people are very smart or talented, but yet they never become successful because they never assert themselves. Pure ability is not enough. One has to have the motivation to get something done. If there are two people on a sports team, one very talented and one only average, the talented one might sit around all day convinced he's already good enough and doesn't need to practice, while the other one is practicing extra to improve. When it comes to game time, the average one performs better because he has been working up to that point instead of trying to jump in last minute because he believed he was already good enough. Work ethic can make up for the lack of ability in most places. The player also has to want to improve, which is part of work ethic. If they just want to be good, but don't push themselves to be better or just sit and watch others and think about how they want to be like that, they will never improve. Success comes from doing something about it, not sitting there and thinking oneself to success. It does not work that way, one actually has to physically do something. However, a certain ability is necessary. Even if the average player practiced every day for twice as long as the talented one, he may never be as good. The talented player may just be able to hop into the game, score the winning point, and not have to set a toe on the practice field. Some just have a natural ability. However, when the coach or boss in the real world, sees how hard the average player is working, he will be more willing and wanting to help this person improve than the talented one that just sits around expecting to be good.

This carries over the real world. If someone is really good at selling stocks and only shows up twice a week, but sells a lot on those two days, that person may not keep his or her job because of lack of work. However, if a person at the same job comes in and works hard every day, but doesn't get the big sales, like the other man, he still may be more likely to get a raise or promotion because he works harder.

To be successful, people have to enjoy what they are doing, otherwise, they will have no motivation to improve. Everyone wants to do the job that he knows he will like because one usually likes the things one can do. The most successful people are the ones doing what they love best. However, even if a person is really good at something, they may not want to do it, because they find it boring or undesirable or too mundane. But not

everyone can do what they want all the time, so that's where the work effort comes in. Many people have families that they have to provide for, and honestly, many people do not like their jobs. Yet they still work hard so they can provide for their families. Many people become successful at things they do not enjoy, but are merely doing it out of necessity.

Others do it simply because they like being the best. Some of the most successful people are the ones that have no special talents or skills, but the ones with the most drive. The ones who want to be the very best at what they do and they will do anything to achieve that. There are many reasons why one might want to achieve that level of success. They might have always been the last kid picked for the team in elementary, so every day he goes out and practices for hours so when he's in high school, he makes varsity. Or they might just want to be better than everyone else. In this case, it may be ambition, which is a very important part of being successful. However, ambition can be dangerous if taken to extremes, but if used to propel oneself forward in the world in moderate amounts, it can be a very useful asset.

Persistence is also a very key part of succeeding. If someone gives up the first time they are beat, they will never succeed. One must keep trying. Thomas Edison tried over 1,000 times to invent the light bulb before he succeeded, but he did succeed. And for that, he is a permanent name in our history books, unlike the many who tried and failed before him. "Never give up", is something all people hear growing up, but is seldom followed through upon. At one point or another, everyone fails, but that is a part of succeeding. Learning from these mistakes and using them to grow and expand knowledge and get new ideas leads to growth. If one gives up, he will never be able to improve and grow. It is important to keep going, and know that one will probably fail or fall at one point, but that it is okay, and to take it and keep going. If one can not accept a failure, he will be a failure. One has to be willing to take everything they've learned, failures and successes, and turn it into something good and worth working towards. One has to want to improve and become the best. If they want to be the best, but are not willing to work for it and learn from mistakes and other people, they will not improve.

There are many things one must be to become successful: hard working, talented, persistent. It is necessary to have a balanced mixture of all of these assets to become successful. If one always gives up, but is very talented, he will not become successful. If he is persistent, but doesn't try to improve and just does the same thing over and over, he will not succeed. However, if one continues to try and improve oneself, and works hard and always gives it his best effort, he will succeed, no matter his skill level or talents.



## Writing Applications

### Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a Score Point 5 using the ISTEP+ Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., write an essay stating the main factors for success).
- stays focused on the topic.
- includes many relevant ideas that are fully developed (e.g., *Thomas Edison tried over 1,000 times to invent the light bulb before he succeeded, but he did succeed.*).
- is organized logically and cohesively with an introduction, developed body, and a conclusion (e.g., *Some people are very smart or talented, but yet they never become successful because they never assert themselves.*).
- exhibits good word usage and demonstrates fluent writing with varied sentence patterns (e.g., *One has to be willing to take everything they've learned, failures and successes, and turn it into something good and worth working towards.*).
- displays an appropriate register and appropriately adjusts language and tone to the task (e.g., *At one point or another, everyone fails, but that is a part of succeeding.*).

**Note:** A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation with occasional misuse of commas and a misplaced semicolon (e.g., *Specific abilities are helpful in becoming successful, however; if one does not have good work habits and persistence, he or she will never be a success.*).
- has few spelling errors (e.g., *nessecary* [necessary], *assests* [assets], *succed* [succeed]).
- has mostly correct grammar and word usage (e.g., *can not* [cannot]).
- uses paragraphs effectively.

**Question 1, Sample C**  
**Writing Applications – Score Point 4**  
**Language Conventions – Score Point 4**

What does being successful mean to you? Does it mean being wealthy, or does it mean having a job that you love and a life that you love living? There are many ways of being successful. To some extent, you can be successful in your own way. Some successful people used certain skills and traits to get to where they are today. Some of them worked very hard throughout their lives. Some of them had talents and abilities better than others. Some of them kept their heads up, and stayed persistent even when negative things came their way. Lastly, some people are just dedicated.

First, I want to talk about dedication. Dedication is a huge factor in being successful. In my own opinion, it is the most important factor of them all. If you are dedicated, this means that you won't give up. It means that even in the hardest of situations, you won't back down. If you are dedicated, it definitely makes it easier to get places in life. Dedication also brings up another factor- doing something that you love doing. If you are trying to be successful, do it with something that you love to do. It would be hard to be dedicated to something that you don't like doing.

Next, I would like to bring up another key factor, which is hard work. Hard work is very important if you want to be successful. Whether it be at school, or for your job, you will always be successful if you try hard. Working hard is a trait that many people look for. If you work hard, it lets people know how much effort you are willing to give. I can almost guarantee you that if you work hard, you will become successful.

Some people who are successful have certain talents and abilities that put them over the top. They are just lucky enough to have obtained these talents. For example, somebody who works with economics could be successful because they are very good at math. Another example would be a professional athlete. They are successful because of their tremendous athletic ability. Some of these people did not just inherit their talents. Some people used hard work, and dedication, the two other factors that are discussed, to get their skills.

What does being successful mean to me? I believe that being successful means that you can be happy with the amount of progress that you have made. Being successful isn't about how much money you make or how many cars you drive, it's all about whether you can look at yourself in the mirror and say, Did I work my hardest to get to where I am? Did I dedicate myself to my career so I can go the farthest I can go? Your success can only limit to how far you want to take it. It is all in your hands. You can control your own success. If the answers to these questions are no, then you are not successful. If the answers to the questions are yes, then you have been successful.

## Scoring Notes for Question 1, Sample C

### Writing Applications

#### Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Writing Applications Rubric.

This sample

- adequately accomplishes the task (i.e., write an essay stating the main factors for success).
- stays focused on the topic.
- provides supporting details with some development of those ideas (e.g., *If you work hard, it lets people know how much effort you are willing to give.*).
- progresses in a logical order with paragraphs; has an introduction, body, and conclusion with weak transitions (e.g., *First, I want to talk about dedication.*).
- includes appropriately chosen vocabulary (e.g., *They are successful because of their tremendous athletic ability.*).
- is easy to read and mostly fluent; the writer uses varied sentence patterns. (e.g., *For example, somebody who works with economics could be successful because they are very good at math.*).
- displays an appropriate register (e.g., *I believe that being successful means that you can be happy with the amount of progress that you have made.*).

**Note:** A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, and more sophisticated writing style to receive a higher score.

### Language Conventions

#### Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has some punctuation errors (e.g., *wont* [won't], *Some people used hard work, and dedication, the two other factors that are discussed, to ge their skills.*).
- has few spelling errors (e.g., *persistant* [persistent], *gaurantee* [guarantee], *inhereit* [inherit] ).
- has correct grammar and word usage.
- uses paragraphs correctly.

**Question 1, Sample D**  
**Writing Applications – Score Point 3**  
**Language Conventions – Score Point 3**

I believe that success comes from hard work and the drive someone has to achieve their goals, or professions they have planned in life. These goals may be small or a very important part of someones life.

Success is something you have to work at sometimes a person may have to do things they dont want to, but these things have to be done to get what you want.

To succeed you have to stick to what you want and you have to want it more than anything. I beleive that if you want something bad enough, and are willing to do anything to get it you will have it!

Allthough some reach success very easily, like movie stars most of us have to work hard, make good grades, go to college, and study alot to be successful. Success can come in many different ways, it could be a job or in school or mabe a goal you set with exercise.

Overall success comes in many different ways but I definitely think hard work and persistance play a role in getting what you want and succeeding in it.

## Writing Applications

### Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a Score Point 3 using the ISTEP+ Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., write an essay stating the main factors for success).
- stays focused on the topic.
- includes a few supporting details (e.g., *Success can come in many different ways, it could be a job or in school or mabe a goal you set with exercise.*).
- attempts an organization with minimally developed introduction, body, and conclusion (e.g., *Overall success comes in many different ways but I definitely think hard work and persistance play a role in getting what you want and succeeding in it.*).
- attempts some sentence variety (e.g., *Some people have no problem manageing thier time effcantly while others can be easily side tracked and distracted, or even just fill up their schedules too much.*).
- displays appropriate register.

**Note:** A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

## Language Conventions

### Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a Score Point 3 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has punctuation errors including missing apostrophes and comma usage (e.g., *someones* [someone's], *dont* [don't], *I beleive that if you want something bad enough, and are willing to do anything to get it you will have it!*).
- has a run-on sentence (e.g., *Success is something you have to work at sometimes a person may have to do things they dont want to, but these things have to be done to get what you want.*).
- has spelling errors (e.g., *achicve* [achieve], *beleive* [believe], *Allthough* [Although]).
- has correct word usage.
- attempts paragraphing.

**Question1, Sample E**  
**Writing Applications – Score Point 2**  
**Language Conventions – Score Point 2**

What makes a person successful is there hard work and dedication into whatever the person is trying to be good or great at. The person takes there time and works hard at what they're doing, because no one can work a minimal amount and think they are being successful or not do anything at all. I guess if you ran some great corporation made alot of money and had hired people to do things for you and become successful, but to me that wouldn't feel as great as acomplishing a goal yourself and being great for it. Its the energy and effort you put into it because maybe in the end it was better to do it by yourself then to have people do it with you or for you.

## Writing Applications

### Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a Score Point 2 using the ISTEP+ Writing Applications Rubric.

This sample

- partially accomplishes the task (i.e., write an essay stating the main factors for success).
- exhibits some focus (e.g., *What makes a person successful is there hard work and dedication into whatever the person is trying to be good or great at.*).
- exhibits a minimal attempt at organization.
- provides few supporting details (e.g., *The person takes there time and works hard at what they're doing, because no one can work a minimual amount and think they are being successful or not do anything at all.*).
- exhibits minimal word usage and writing techniques.
- attempts a register appropriate to the task.

**Note:** A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

## Language Conventions

### Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a Score Point 2 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has missing and incorrect punctuation (e.g., *its* [it's], *The person takes there time and works hard at what they're doing, because no one can work a minimual amount and think they are being successful or not do anything at all.*).
- has spelling errors (e.g., *minimual* [minimal], *alot* [a lot], *acomplishing* [accomplishing]).
- has grammar and usage errors (e.g., *there* [their]).
- has a run-on sentence (e.g., *I guess if you ran some great corporation made alot of money and had hired people to do things for you and become successful, but to me that wouldn't feel as great as acomplishing a goal yourself and being great for it.*).
- consists of one paragraph.
- has frequent errors in a relatively brief writing sample.



**Question 1, Sample F**  
**Writing Applications – Score Point 1**  
**Language Conventions – Score Point 1**

Being successful means to succeed at every thing you do and make sure it done right. I beilve this because if your not good at something or you dont like it if you choose to do it any way and you get it done but not right than you didnt truly succeed at it. If you like something and you do it right and give it all you got than you will be successful in life.

## Writing Applications

### Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a Score Point 1 using the ISTEP+ Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., write an essay stating the main factors for success).
- has little focus.
- provides very few relevant ideas and less than minimal development.
- exhibits minimal word usage.
- demonstrates less than minimal writing technique that lacks fluency.

**Note:** A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

## Language Conventions

### Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a Score Point 1 using the ISTEP+ Language Conventions Rubric.

This sample

- has correct capitalization.
- has punctuation errors (e.g., *dont* [don't], *didnt* [didn't]).
- has grammar and usage errors (e.g., *every thing* [everything], . . . *it done*. . . [it is done], *your* [you're], *than* [then]).
- has a spelling error (e.g., *beilve* [believe]).
- has a run-on sentence (e.g., *I beilve this because if your not good at something or you dont like it if you choose to do it any way and you get it done but not right than you didnt truly succeed at it.*).
- has numerous errors in a brief writing sample.

**English/Language Arts**  
**2-point Constructed-Response (CR) Rubric**

<b>2 points</b>	<p>Proficient</p> <p>The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.</p>
<b>1 point</b>	<p>Partially Proficient</p> <p>The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.</p>
<b>0 point</b>	<p>Not Proficient</p> <p>The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.</p>

**Constructed Response**  
**Reporting Category: Reading Comprehension**

**Question 2**

Citing a specific example from the passage, explain how the author uses descriptive language to help the reader visualize the redwoods.

**Exemplary Response:**

The author compares the size of the trees to football players and basketball players to express the idea that the tallest trees are not necessarily the largest, “A football player is often bigger than a basketball player- more massive, that is. The basketball player is taller and more slender. So it is with redwoods.” The trees in the rain-forest valleys of the North Coast are described as “titans,” “dreadnoughts of trees,” and “blue whales of the plant kingdom” to describe their size in comparison to the redwoods in Muir Woods.

***Note:** The exemplary response demonstrates a performance that exceeds the expectations of what is required to receive two points. The exemplary response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

***Please Note:** All responses should be based on information from the text and will be scored for reading comprehension only. Language convention errors do not contribute to the scoring of these items.*

**Question 2, Sample A – 2 points**

In paragraph four, the author describes the trees as being "thirty stories tall". This helps the reader envision a skyscraper rather than struggle to visualize a height in feet, therefore showing the reader how tall they are rather than telling.

*Scoring Notes: The response explains how the author uses descriptive language to help the reader visualize the redwoods and provides a text-based example (e.g., . . . the author describes the trees as being "thirty stories tall". This helps the reader envision a skyscraper rather than struggle to visualize a height in feet, therefore showing the reader how tall they are rather than telling.). This response receives full credit.*

**Question 2, Sample B – 1 point**

They describe the location, the characteristics and many more details of the redwood, so that we not only know the look but also the history of the tree.

*Scoring Notes: The response explains how the author uses descriptive language to help the reader visualize the redwoods (e.g., They describe the location, the characteristics. . . the history of the tree.) but does not provide text-based support. This response receives a Score Point 1.*

**Question 2, Sample C – 0 points**

The Author uses good word choice in make the audience listen to him. Good word choice means that people are going to read the passage.

*Scoring Notes: The response is too vague and does not provide any text-based support. Therefore, this response receives a Score Point 0.*

**Constructed Response**  
**Reporting Category: Reading Comprehension**

**Question 3**

**Based on what Ellen says, describe how her feelings about Tory change during the story. Support your response with details from the story.**

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**Exemplary Response:**

Although the girls are best friends, Ellen is annoyed with Tory when Tory decides to audition for the school play. Unlike Tory, Ellen has always been interested in theater. Ellen feels that Tory should leave the theater to her, grumbling, “I cannot believe Tory wants to be in this play.” As the audition draws near, Ellen seems to be dismissive and unsupportive of her friend. In answer to a question from Tory, Ellen answers “absently,” “Hmmm? Whatever? I don’t know.” Ellen then reveals that she was nervous for Tory and wanted her to do well on stage. Ellen regrets her earlier selfish feelings and is more concerned for her friend than for herself. Finally, Ellen feels overwhelming appreciation and awe toward Tory’s performance and is happy her friend succeeded.

**Note:** *The exemplary response demonstrates a performance that exceeds the expectations of what is required to receive two points. The exemplary response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

**Please Note:** *All responses should be based on information from the text and will be scored for reading comprehension only. Language convention errors do not contribute to the scoring of these items.*

**Question 3, Sample A – 2 points**

Once Ellen heard about Tory trying out for the play she was insulted and taken back. For a while she stayed angry talking to her sister saying "She knows drama is my thing," and giving off a dramatic act. As the story unfolds and she sees how excited Tory is, she changes her angered mood to a more supportive mind frame.

*Scoring Notes: The response explains how Ellen's feelings toward Tory change during the story, using details for support (e.g., Once Ellen heard about Tory trying out for the play she was insulted and taken back . . . saying "She knows drama is my thing," and giving off a dramatic act. As the story unfolds and she sees how excited Tory is, she changes her angered mood to a more supportive mind frame.). This response receives full credit.*

**Question 3, Sample B – 1 point**

At first Ellen was her friend and was nice to her. Then she started getting meaner to her and was getting what I would like to say was jealous. Then she started to get along with her again.

*Scoring Notes: The response explains how Ellen's feelings toward Tory change during the story (e.g., At first Ellen was her friend and was nice to her. Then she started getting meaner to her and was getting what I would like to say was jealous. Then she started to get along with her again.) but does not provide any details from the text for support. This response receives a Score Point 1.*

**Question 3, Sample C – 0 points**

Well ellen and tory where really close friends since the 3 grade.

*Scoring Notes: The response provides a detail from the passage, but it does not answer the question. Therefore, this response receives a Score Point 0.*



**Constructed Response**  
**Reporting Category: Reading Comprehension**

**Question 4**

**Identify a character trait that helped Frederic Tudor succeed in his ice-selling business. Support your response with details from the article.**

**Exemplary Response:**

One personal trait that helped Frederic Tudor succeed in his ice-selling business was determination. No ship owners would transport his ice on his first trip to Martinique. Instead of giving up on the idea, he bought his own ship. He lost \$4,500 on his first trip and lost money on his next three trips as well. His determination to sell ice made him try again on a fourth trip, and he finally made a small profit.

***Note:** The exemplary response demonstrates a performance that exceeds the expectations of what is required to receive two points. The exemplary response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

***Please Note:** All responses should be based on information from the text and will be scored for reading comprehension only. Language convention errors do not contribute to the scoring of these items.*

**Question 4, Sample A – 2 points**

Fredrick has a great imagination. This helped him succeed in life because he took something that was meant as a joke and turned it into his lifelong success. He sold ice in America and sold ice in Calcutta, India, one of the hottest places on earth.

*Scoring Notes: The response identifies a character trait that helped Tudor succeed (e.g., great imagination) and supports it with details from the article (e.g., . . .he took something that was meant as a joke and turned it into his lifelong success. He sold ice in America and sold ice in Calcutta, India, one of the hottest places on earth). This response receives full credit.*

**Question 4, Sample B – 1 point**

The trait that I feel helped Frederic the most would be his skill to push himself. He never gave up and he always tried to work out his problems. Those are two things that go well together.

*Scoring Notes: The response identifies a character trait that helped Tudor succeed (e.g., . . . his skill to push himself. He never gave up and he always tried to work out his problems.) but does not provide details from the article for support. This response receives a Score Point 1.*

**Question 4, Sample C – 0 points**

He was foriegn and he joked around with his brother about selling ice then he did and starting selling world wide.

*Scoring Notes: The first part of the response is inaccurate and the rest of the response, while text based, does not answer the question. Therefore, this response receives a Score Point 0.*